

Lesson Plan

Administration Information

Course	Senior Leader Course-Leader Core Competencies (SLC-LCC)
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
Foreign Disclosure Restrictions	FD1. This training product has been reviewed by the training developers in coordination with the USASMA foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.
Safety	Brief emergency exit/evacuation procedures including wires/cords, floor outlets, ramp/step, confined workspace, electronics, and beverages in the classroom.
Risk Assessment Level	Low
Environmental Considerations	It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

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US ARMY SERGEANTS MAJOR ACADEMY
Senior Leader Course
Leader Core Competencies

Lesson Plan for S317
Military Briefings

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1. SCOPE:

At the end of this lesson learners will be able to conduct any of the four types of military briefings presented to commanders, staffs, or other audiences.

2. LEARNING OBJECTIVES:

This lesson supports SLC-LCC TLO 400-SLC-300.3, Human Dimension, as listed in the S300 advance sheet.

ELO: 400-SLC-317

Action: Conduct Military Briefings.

Condition: As a learner and leader attending the SLC-LCC, using an organizational-level leadership perspective in notional tactical and operational environments, given references, practical exercises and classroom discussions.

Standard: Standards includes:

- Understanding the purpose of the information briefing
- Demonstrating when to use a decision briefing
- Understanding the purpose of the mission briefing
- Understanding the purpose of the staff briefing
- Conducting a decision briefing

Learning Domain: Cognitive

Level of Learning: Apply

21st Century Soldier Competencies:

Adaptability and initiative.

Lifelong learner.

Communication and engagement.

Critical thinking and problem solving.

Characteristics of the Future Operational Environment:

This lesson provides leaders the ability incorporate lessons learned in order to accomplish the organizational mission.

Linking Warfighting Challenges to Required Capabilities:

Develop Situational Understanding

Adapt the Institutional Army

Enhance Training

Improve Soldier, Leader and Team Performance

Develop Agile and Adaptive Leaders

3. ISSUE MATERIAL:

- a. **Advance Issue:** S317 Advance Sheet
- b. **During class:**
 - (1) Practical Exercise Scenario
 - (2) Form 1009S

4. ASSIGNED STUDENT REQUIREMENTS:

- a. **Reading Requirement** – Read FM 6-0, Commander and Staff Organization and Operations (Chapter 7, pages 7-1 to 7-5).



FM 6-0

- b. **Decision Briefing assessment Reading Requirement:** ATP 3-07.6, Chapter 1.



ATP 3-07.6

- c. **Classroom Discussion:** Come to class prepared to discuss the following:
 - (1) The purpose of the information briefing
 - (2) When to use a decision briefing
 - (3) The purpose of the mission briefing
 - (4) The purpose of the staff briefing

5. FACILITATOR ADDITIONAL READING(S)/MATERIAL: None

6. TRAINING AIDS, REFERENCES AND RESOURCES:

- a. **S300 Overview Lesson Plan:**
 - (1) Appendix A, Slides.
 - (2) Appendix B, Test(s) and Test Solution(s). None
 - (3) Appendix C, Practical Exercise(s) and Solution(s).
 - (4) Appendix D, Learner Handouts.
 - (a) S317-Advance sheet.
 - (b) Practical Exercise Scenario.
 - (c) Form 1009S.
 - (5) Appendix E, Lesson Training Outline (TDC Generated, if needed).
 - (6) Appendix F, Facilitator Materials.
 - (a) Assessment Plan.

- b. **Video:** CE- Public Speaking Tips

7. CONDUCT OF LESSON:

Facilitator Note: *This lesson should be conducted on two different days the first day conduct only the first hour which cover CE, P&P, and GNI; at that time issue each student their decision brief assessment handout. They will conduct a decision briefing; the briefings should be conducted at least two days later.*

a. Lesson Timeline:

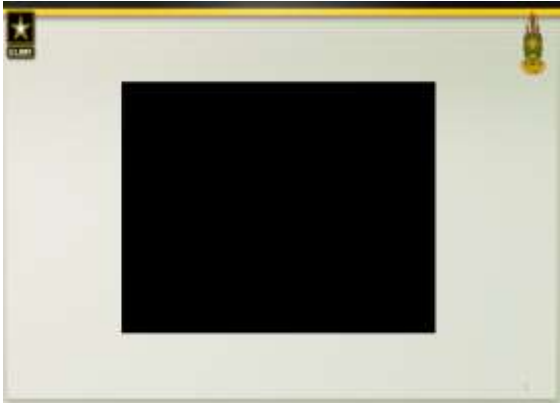
First hour

05 minutes	CE (Slide 1) (LSA 1)
05 minutes	P&P (LSA 2)
35 minutes	GNI (Slides 5-10) (LSA 3)
05 minutes	Develop (LSA 4)
10 minutes	Break

Second- fourth hour (take breaks as needed)

03 hours	Apply (LSA 5)
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b. Concrete Experience (05 minutes): LSA 1

Slide 1, Concrete Experience	
<p>Facilitator Note: Play the video.</p> <p>Designed to promote discussion on public speaking.</p>	

Facilitator Note: It is not necessary to cover all the questions during publish and process. Your target audience's experience will determine if you need to cover one or use all three questions.

c. Publish and Process (05 minutes): LSA 2

1. What are your observations of the video?
2. What is your level of confidence dealing with public speaking?
3. Have you ever conducted any formal briefings?

Facilitator Note: Learners must contribute to Publish and Process. Building off another Learner's remarks or being in agreement is not acceptable reflection.

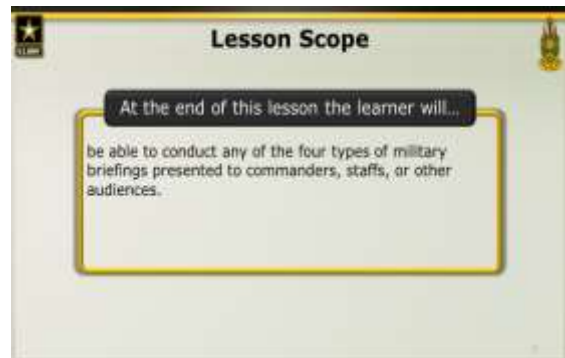
d. Generalize New Information (35 minutes): LSA 3

Facilitator Note: (GNI is the facilitator's responsibility.): It is paramount that you share your own personal and professional experiences with the students about this lesson while at the same time inviting students to share theirs as well.

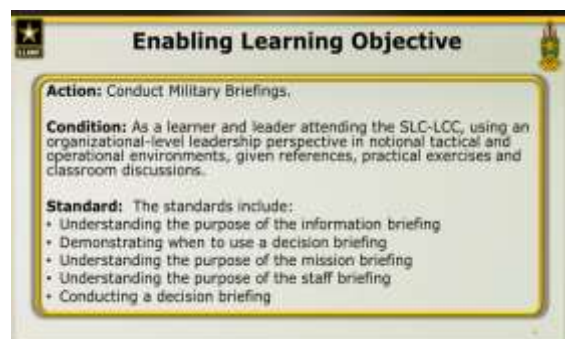
Slide 2, Title Slide



Slide 3, Lesson Scope



Slide 4, ELO




Transition into GNI discussion

LSA 3. Types of military briefings

Begin this LSA by telling the learners, the first portion of this class is only a refresher of military

briefings classes they have previously taken in ALC.

Ask the learners if they can recall the types of military briefings.

Slide 5, Types of Military Briefings	
Facilitator Note: FM 6-0, Commander and Staff Organization and Operations (Chapter 7, page 7-1).	

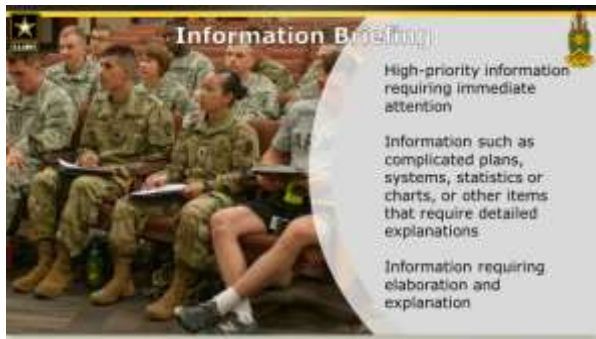
Use the following notes to facilitate the GNI, you are still responsible for reading and mastering the material in the required readings:

Ask the learners: what is the purpose of the information briefing?

An information briefing presents facts in a form the audience can easily understand. It does not include conclusions or recommendations, nor does it result in decisions. The main parts of an information briefing are the introduction, main body, and conclusion.

Ask the learners for some examples of appropriate topics for information briefings.

After their collaboration display Slide 6

Slide 6, Information Briefings	
Facilitator Note:	

Facilitator: Now, tell me about the decision briefing.

Socialize the following statement: A decision briefing obtains the answer to a question or a decision on a course of action. The briefer presents recommended solutions from the analysis or study of a problem.

Decision briefings vary in formality and level of detail depending on the commander's or decisionmaker's knowledge of the subject.

Facilitator Note: Refer learners to FM 6-0, Figure 7-2 and cover the main body of the decision briefing.

Ask: what are some of the reasons we conduct decision briefings?

After their answers, display Slide 7.


Slide 7, Decision Briefings	
Facilitator Note:	 <p>Decision Briefing</p> <ul style="list-style-type: none">If the decision-maker is unfamiliar with the problemInclude all facts and assumptions relevant to the problem, alternative solutions, reasons for recommendations, and any additional coordination requiredThe briefer clearly states and precisely words a recommendation presented during decision briefings to prevent ambiguity

Ask the students if they have participated in a mission briefing. Have them talk about the purpose.

Socialize the following: Mission briefings are information briefings that occur during operations or training. Briefers may be commanders, staffs, or special representatives. Mission briefings serve to convey critical mission information not provided in the plan or order to individuals or small units.

What are some of the key points addressed in the mission briefing?

After the learner collaborate, show Slide 6.

Slide 8, Mission Briefings	
Facilitator Note:	 <p>Mission Briefing</p> <ul style="list-style-type: none">Issue or enforce an orderProvide more detailed instructions or requirementsInstill a general appreciation for the missionReview key points for an operationEnsure participants know the mission objective, their contribution to the operation, problems they may confront, and ways to overcome them

Ask the learners; what are staff briefing used for?

After their collaboration show Slide 8.

Slide 9, Staff Briefings

Facilitator Note:



Ask: what are the steps we should follow when preparing an effective briefing?

Slide 10, Steps of Military Briefings

Facilitator Note:




e. Develop (05 minutes): LSA 4

Asks learners how they will use the military briefings in their organizations.

f. Apply (3 hours): LSA 5

Facilitator Note: See the Practical Exercise (C-1 and 2), (H-1 and 2), and Form 1009S (IM-1 to 4) for guidance on the Decision Briefing.

Transition to Question slide

Slide 11, Questions	
<p>Facilitator Note: Answer any questions from learners about this lesson at this time.</p>	

8. ASSESSMENT:

Refer to S317 advance sheet for information on all assessments.

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Military Briefings

Appendix A
Slides

Slide Number	Description/Title
1	Concrete Experience
2	Title Slide
3	Lesson Scope
4	ELO
5	Types of Military Briefings
6	Information Briefings
7	Decision Briefings
8	Mission Briefings
9	Staff Briefings
10	Steps in Military Briefings
11	Questions

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Appendix B
Test(s) and Test Solution(s)

Not applicable to this lesson.

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Appendix C
Practical Exercise(s) and Solution(s)

Practical Exercise Sheet (Graded)

Time: 10 minutes

Title	Conduct a Decision Briefing								
Lesson Number/Title	S317 Military Briefings								
Security Classification	U - Unclassified								
Introduction	As a senior leader you must be able to use military briefings to assist leaders in making decisions.								
Motivator	This practical exercise will help you present information to different audiences on a structure briefing format.								
Terminal Learning Objective	<p>NOTE: Inform the learners of the following Enabling Learning Objective requirements. learner] will:</p> <table><tr><td>Action:</td><td>Conduct a Decision Briefing.</td></tr><tr><td>Conditions:</td><td>As a learner and leader attending the SLC-LCC, using an organizational-level leadership perspective in notional tactical and operational environments, given references, practical exercises and classroom discussions</td></tr><tr><td>Standards:</td><td>1. Demonstrating when to use a decision briefing. 2. Conducting a 10 minute (plus or minus two minutes) military briefing.</td></tr><tr><td></td><td></td></tr></table>	Action:	Conduct a Decision Briefing.	Conditions:	As a learner and leader attending the SLC-LCC, using an organizational-level leadership perspective in notional tactical and operational environments, given references, practical exercises and classroom discussions	Standards:	1. Demonstrating when to use a decision briefing. 2. Conducting a 10 minute (plus or minus two minutes) military briefing.		
Action:	Conduct a Decision Briefing.								
Conditions:	As a learner and leader attending the SLC-LCC, using an organizational-level leadership perspective in notional tactical and operational environments, given references, practical exercises and classroom discussions								
Standards:	1. Demonstrating when to use a decision briefing. 2. Conducting a 10 minute (plus or minus two minutes) military briefing.								
Safety Requirements	Facilitators act as safety monitors during the conduct of all training. Ensure learners observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.								

Risk Assessment Level	Low
Environmental Considerations	<p>NOTE: Facilitator should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure learners are briefed on hazards and control measures.</p> <p>None</p>
Evaluation	The facilitator will conduct an assessment using Form 1009S (IM-1 to 4).
Instructional Lead-in	This is a graded PE which requires you to apply the information you learned in this lesson.
Resource Requirements	<p><i>Instructor Materials:</i></p> <ol style="list-style-type: none"> 1. Easel with paper and/or white board 2. Computer and projector 3. PE Learner Handouts 1 (one per learner) <p><i>Learner Materials:</i></p> <ol style="list-style-type: none"> 1. Pencils and/or pens 2. Personal notes 3. Advance sheet
Special Instructions	None
Procedures	<ol style="list-style-type: none"> 1. Issue PE Handout after the first hour of the lesson (day 1) 2. At least two days later the learners will conduct their 10 minute briefings. 3. Answer any questions.
Feedback Requirements	<p>NOTE: Immediate feedback should only be provided for safety reasons. Delayed feedback allows the learner to determine his/her own mistakes, thus enhancing transfer of learning.</p> <p>Provide appropriate feedback on student performance to enhance the transfer of learning. Use Form 1009S and provide remedial training as needed.</p>

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Appendix D-
Learner Handouts for Lesson

This appendix contains the items listed in this table--

Title/Synopsis	Page(s)
S317-Advance Sheet	AS-1 and 2
Practical Exercise Scenario	H-1 and 2

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Lesson Plan Advance for S317
Military Briefings

Advance Sheet

1. SCOPE:

At the end of this lesson learners will be able to conduct any of the four types of military briefings presented to commanders, staffs, or other audiences.

2. LEARNING OBJECTIVES:

This lesson supports SLC-LCC TLO 400-SLC-300.3, Human Dimension, as listed in the S300 advance sheet.

ELO: 400-SLC-317

Action: Conduct Military Briefings.

Condition: As a learner and leader attending the SLC-LCC, using an organizational-level leadership perspective in notional tactical and operational environments, given references, practical exercises and classroom discussions.

Standard: Standards include:

- Understanding the purpose of the information briefing
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- Understanding the purpose of the staff briefing
- Conducting a decision briefing

Learning Domain: Cognitive

Level of Learning: Apply

21st Century Soldier Competencies:

Adaptability and initiative.

Lifelong learner.

Communication and engagement.

Critical thinking and problem solving.

Characteristics of the Future Operational Environment:

This lesson provides leaders the ability incorporate lessons learned in order to accomplish the organizational mission.

Linking Warfighting Challenges to Required Capabilities:

Develop Situational Understanding

Adapt the Institutional Army

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Improve Soldier, Leader and Team Performance

Develop Agile and Adaptive Leaders

3. ASSIGNED STUDENT REQUIREMENTS:

- a. **Reading Requirement** – FM 6-0, Commander and Staff Organization and Operations (Chapter 7, pages 7-1 to 7-5).



FM 6-0

- b. **Decision Briefing assessment Reading Requirement:** ATP 3-07.6, Chapter 1.



ATP 3-07.6

- c. **Classroom Discussion:** Come to class prepared to discuss the following:

- (1) The purpose of the information briefing
- (2) When to use a decision briefing
- (3) The purpose of the mission briefing
- (4) The purpose of the staff briefing

4. ASSESSMENT:

See Appendix F, Assessment Plan, of this lesson.

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Appendix D
Instructions for PE Assignments

Note: You will conduct this assessment at least two days after the first hour of S317.

Your commander and 1SG just informed you that the unit is deploying to Afghanistan in three months. The battalion commander has some concerns that he wants company commanders to address prior to deploying.

About 104,000 people have been killed in the Afghanistan war since 2001. More than 31,000 of those killed have been civilians. An additional 41,000 civilians have been injured since 2001.

Ground fighting between militants and troops in civilian areas was the main cause of civilian casualties, it said.

Almost a quarter of the civilian casualties were attributed to pro-government forces, the majority to Afghan security forces. Many of these were caused by troops' use of mortars and artillery during ground operations in populated areas as well as night raids into houses of suspected insurgents.

The area of operations (AO) for your unit will be in a heavily populated area. Your primary mission is direct support to the Afghan National Army; their current mission is to eradicate ISIS and Taliban forces from the AO. Your unit is providing indirect fire support, EOD support, and medical support.

All the specifics of the mission are unclear as of now; however the battalion commander will continue to update your commander as information becomes available.

Your commander wants to develop a training awareness plan to address the battalion commander's concerns. Your commander has directed the platoon/section sergeants to develop two courses of action (COA) on how to mitigate civilian casualties and to analyze your COAs in order to recommend the best COA. He wants you to provide your criteria or rationale for your COA selection.

The commander wants you to consider the following points in your awareness plan COAs:

1. Reasons to support the protection of civilians.
2. The two general ways of protection of civilians; avoidance of civilian harm and deliberate protection actions.
3. The law of war, particularly the principles of proportionality and discrimination
4. Units may have to contend with large numbers of dislocated civilians, and enemy combatants may attempt to blend into these groups. This can complicate matters if dislocated civilians seek security, shelter, or sustainment from Army units.
5. One of your COAs should address minimizing the operational risk and the other, accepting risk in order to accomplish the mission.
6. Use ATP 3-07.6 to answer some of my concerns.

Refer to ATP 3-07.6 and FM 6-0 to assist you in developing your COAs.

When finished prepare a 10 minute (plus or minus 2 minutes) decision briefing (IAW FM 6-0) for you commander. Provide a slide presentation with your briefing covering the three main parts of the Decision Briefing.

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Appendix E
Lesson Training Outline

Not applicable for this lesson.

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Appendix F
Instructor Materials for Lesson

This appendix contains the items listed in this table--

Title/Synopsis	Page(s)
S317-IM-Assessment Plan	IM-1 to 4

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Appendix F
Assessment Plan

Performance Level			
Unsatisfactory	Satisfactory	Superior	
0-69	70-89	90-100	
Assessment Areas			
Introduction (12 points)			
Possible Points			
0 Points (Per Item)	1 Point (Per Item)	2 Points (Per Item)	
No attention step.	Attention step was vague or not tied to presentation.	Attention step grabbed audience's attention and was appropriate.	
No clear purpose.	Purpose was presented, but not focused or completely relevant.	Purpose was clearly stated, focused, and relevant to the presentation.	
No stated classification.	Stated classification but it was not appropriate for purpose.	Stated classification and is it was appropriate for the presentation.	
No stated type.	Stated type of briefing, but the type chosen was not appropriate for the task and purpose.	Stated type of briefing and it was appropriate.	
Did not state the problem	Vague stated the problem.	Clearly introduced statement of the problem.	
Did not state the recommendation	Vague stated the recommendation.	Clearly stated the recommendation.	
Development (60 points)			
2 Points (Per Item)	7 Points (Per Item)	10 Points (Per Item)	
Facts did not support purpose.	Facts partially supported purpose.	Facts fully supported purpose.	
Did not identify necessary assumptions made to bridge any gaps in factual data.	Presented multiple assumptions made to bridge any gaps in factual data, but did not completely bridge any gaps.	Clearly identified necessary assumptions made to bridge any gaps in factual data.	
Failed to discuss the various options that can solve the problem.	Partially Discussed the various options that can solve the problem.	Clear discussed the various options that can solve the problem.	
Speaker failed to provide a rationale or criteria to solve the problem and provide advantages and disadvantages of each COA.	Partially provided a rationale or criteria to solve the problem and provide advantages and disadvantages of each COA.	Clearly provide a rationale or criteria to analyze the problem and provided advantages and disadvantages of each COA.	
Did not show how the courses of action compare against each other.	Partially showed how the courses of action compare against each other.	Fully showed how the courses of action compare against each other.	
Did not describe why the recommended solution is best.	Partially described why the recommended solution is best.	Fully described why the recommended solution is best.	

Conclusion (6 points)			
Unsatisfactory	Satisfactory	Superior	
1 Point (Per Item)	4 Points (Per Item)	6 Points (Per Item)	
Did not ask for questions and did not briefly recap main ideas and restated the recommendation.	Partially asked for questions and briefly recap main ideas and restate the recommendation.	Clearly asked for questions. And briefly recap main ideas and restate the recommendation.	
Style and Mechanics (15 points)			
1 Point (Per Item)	3 Points (Per Item)	5 Points (Per Item)	
Diction or tone was not appropriate for audience or purpose Body language was inappropriate	Diction and tone were generally appropriate for audience and purpose. Body language did not always enhance the presentation.	Diction and tone were clear, articulate and drew the audience into the presentation. Body language enhanced the presentation.	
Did not anticipate or respond to questions.	Did not fully answer the questions that were asked.	Anticipated questions and answered questions with clarity, accuracy, and precision.	
Inappropriate setting, classroom, or use of equipment.	Demonstrated some difficulty managing the setting, classroom, or equipment.	Completely managed the setting, classroom, or equipment.	
Time (7 points)			
1 Point (Per Item)	4 Points (Per Item)	7 Points (Per Item)	
Clearly did not meet the time standard by the approved parameters	Met the time within parameters however, there were times the speaker was rushed to the point where their composure caused the appearance of confusion or the speech organization became confusing	Met the time standard well within the parameters and the flow of the speech was without confusion hitting all key areas	
Total			